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ABSTRACT

The College of Education at Texas Woman's University developed an undergraduate teacher preparation program with a specialization in reading for both elementary and secondary education majors. Graduate programs leading to both master's and doctor's degrees in reading are also available. A reading laboratory has been designed to accommodate training activities. The facilities include two teaching classrooms equipped with television recording and playback equipment available for teaching demonstrations with students and for micro- and peer teaching activities, a seminar room, 10 clinical diagnostic-teaching rooms, a secondary reading laboratory, a specialized-reception area, and storage facilities. Students are enrolled in either the elementary reading program, the middle or junior high school reading program, or the high school reading program. The students take courses and participate in extensive clinical experiences in reading. (Information concerning program objectives, personnel, budget, contribution to teacher education, evaluation, and course listings are included.) (RC)

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ED117105

SUMMARY REPORT

UNDERGRADUATE PREPARATION OF TEACHERS WITH SPECIALIZATION IN READING

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NATIONAL INSTITUTE OF EDUCATION

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Submitted to the
AACTE Distinguished Achievement Awards Panel

December, 1975

SP009 806

SUMMARY REPORT: Undergraduate Preparation of Teachers with Specialization in Reading

A unique feature of the teacher preparation program at the Texas Woman's University is its emphasis on quality instruction in reading as evidenced by comprehensive undergraduate specialization sequences in the teaching of reading. Undergraduate reading specializations are available for both elementary and secondary education majors. Graduate programs leading to both the master's and doctor's degrees in reading are also available.

Concern over the reading deficiencies of far too many secondary and elementary school teachers, expressed by our reading faculty and numerous public school teachers and administrators, and supported by considerable current literature, helped provide the impetus to develop a program to train both beginning elementary and secondary teachers in the teaching of reading. In 1969, therefore, the University submitted to the State Board of Education a program for preparing elementary teachers which included reading as a specialization area. And, in the summer of 1973, the State Board of Education approved pilot programs for secondary reading. One program provides for an undergraduate teaching field in reading at the middle/junior high school and senior high school levels. The other program culminates in the degree of Master of Education in Secondary Reading and the Professional Secondary Certificate. These programs are the only approved programs in Texas. A recently approved doctoral program rounds out the total program in reading at the Texas Woman's University.

Modern facilities designed specifically to support a comprehensive program for the preparation of reading teachers are available in the Center for the Study of Learning (CSL). Eight faculty members are assigned to teach reading courses and supervise practicums in the reading clinic (CSL).

Enthusiastic students, positive reactions of public school teachers and

principals with whom TWU graduates work, and an excellent employment record attest to the quality of the reading program at the Texas Woman's University.

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Undergraduate Preparation of Teachers with Specialization in Reading

Description and Development of the Program.

For some time prior to 1969, the faculty of the College of Education of Texas Woman's University (TWU) was cognizant of the need for improvement in the professional education of prospective teachers. The quality and type of undergraduate preparatory educational experiences for prospective teachers had been questioned in many quarters besides the College of Education faculty of TWU. At TWU, a major concern was the need to graduate beginning teachers who possessed the knowledge and skills necessary for teaching reading. The faculty in education and undergraduate students preparing for their careers as teachers were both aware that a single language arts course could not meet the requirements to equip beginning teachers to be effective teachers of reading.

Plans were made, therefore, to develop an undergraduate program in which students preparing to become teachers could specialize in reading for the purpose of becoming knowledgeable and effective teachers of reading. A reading laboratory was designed as a training facility for the reading specialization work. Faculty were appointed to work in the program as it developed and grew.

By September, 1969, an undergraduate program for the preparation of elementary teachers with specialization in reading was initiated by the College of Education in the Center for the Study of Learning (CSL), the new reading laboratory which had been designed to accommodate training activities. The resources and facilities provided in the Center include two teaching classrooms equipped with TV recording and playback equipment available for teaching demonstrations with students and for micro and peer teaching activities, a seminar room, ten clinical diagnostic-teaching rooms equipped with one-way glass and a two-way audio system, a secondary school reading laboratory equipped with 22 wet carrells and a 12-station listening center,

a specialized curriculum materials and equipment center, five faculty offices, a secretarial-reception area, and adequate storage facilities.

The growth and development of the undergraduate reading program surpassed expectations of the faculty. Subsequent developments include the design and initiation of two undergraduate pilot programs for training reading teachers for secondary schools. The middle and junior high school program and the high school program were submitted to and approved by the Texas Education Agency in 1973. Both programs provide for 24 semester hours in reading, including extensive field and clinical experiences. These programs have been the forerunners in this area for the recent surge of interest in reading in the secondary schools.

Graduate programs at the Master's level were developed simultaneously with the undergraduate specialization programs and in September 1975, the doctoral programs in reading were initiated.

Objectives.

Undergraduate elementary education majors who follow the reading specialization area[1] are expected to demonstrate

1. self-knowledge and understanding at an adequate performance level of the communication areas of listening, speaking, reading, and writing.
2. knowledge of the interrelationships of the communication processes: the relationship of listening, speaking, and writing to reading.
3. understanding of the nature of the reading process.
4. knowledge of the nature, scope and sequence of a developmental reading program in the elementary school.
5. ability to plan instruction for and to teach all basic skills in reading.
6. ability to organize a classroom for pupil learning in reading.

[1]See Attachment A for program description.

7. ability to teach the application of reading skills in content fields.
8. knowledge of a range of media and instructional materials to meet various pupil learning needs.
9. awareness of the physiological, psychological, sociological, and educational factors which may affect reading progress.
10. ability to assess a pupil's level of development, to diagnose his skills needs through formal and informal testing, and to design an individual instructional program.

Undergraduate secondary education majors who pursue the reading major in the middle and junior high[2] or the high school[3] as a second teaching field will demonstrate competence in:

1. understanding the English language as a system of communication.
2. the interaction process with parents, school, and community.
3. knowledge and understanding of the total school reading program for grades one through twelve.
4. instructional planning for the reading curriculum and the implementation of the different approaches to teaching reading.
5. developing perception and language fluency in young children and continued language development in school and social settings.
6. developing perception and language fluency of bi-lingual and/or culturally different students.
7. developing reading vocabulary.
8. teaching word-attack skills.
9. developing the skills of reading comprehension.
10. teaching the reading work-study skills appropriate for reading in each content area.

[2]See Attachment B for program description.
[3]See Attachment C for program description.

11. developing literary appreciation.
12. diagnostic evaluation of reading progress and diagnostic report writing.
13. school and classroom organization for diagnostic teaching of reading.
14. school and classroom organization for teaching developmental reading.
15. adapting reading instruction to varied linguistic backgrounds.
16. the treatment of special reading difficulties.
17. initiating improvements in the middle and junior high school reading programs.

Personnel.

There are eight faculty members and a number of teaching fellows assigned to teach reading courses. Four of the faculty work full-time in reading, the other four are assigned to teach reading on a quarter or half-time basis; doctoral fellows normally have a quarter-time load in reading. One of the full-time faculty members in reading is assigned to direct the activities in the Center for the Study of Learning. Secretarial services are performed by work-study students and student-librarians are assigned to the Materials Center of the Center for the Study of Learning. Mrs. Annie Hays, Head Librarian of the Curriculum Materials Center, supervises these students.

Budget.

The Center for the Study of Learning and the programs in reading are all a part of the Department of Curriculum and Instruction. In the past, all needs requiring financial outlays have been fully met by the department. This type of budget arrangement is typical for TWU, it has been a satisfactory arrangement, and it will surely continue to be so in the future. Therefore, a separate budget is not needed nor will one be sought.

Contribution to improvement in teacher education.

The three undergraduate reading programs have resulted in the improvement of teacher education because:

1. placing the main focus of the preparation of reading teachers on the undergraduate level enables the College of Education to develop knowledgeable and effective teachers of reading before their teaching behavior becomes set as a result of having acquired a number of years of teaching experience.
2. the supervised laboratory teaching experience and the teaching-observation periods scheduled in the public schools provide the university student with reality-oriented learning experiences. Thus, the university student really learns to teach through practical interaction directly with pupils.
3. prospective elementary, junior high, and secondary teachers acquire a theoretical understanding of the reading process as well as how to teach reading at their particular levels.
4. in addition to knowledge of and skill in the teaching of reading, the interdisciplinary nature of the program enables the prospective teacher of reading to acquire an understanding of how the humanities, mathematics, and the sciences relate to the development of the pupil.
5. the reading courses specify the teacher competencies which are believed will enhance the probability that the beginning teacher may be effective as both a teacher of reading and a general classroom teacher.

Evaluation.

Students in the undergraduate reading programs are enthusiastic about their course work and their laboratory experience because they believe their experiences equip them for teaching children. They also report having no difficulty teaching reading. They state that they feel more comfortable teaching reading than other subjects. Their skill and ability to teach reading help them teach more effectively in the content areas. Upon beginning their teaching careers, a number of beginning teachers of reading who were assigned to team teaching situations were made the leaders of the reading teams because their knowledge about reading and skill in teaching reading were recognized by more experienced teachers. The feedback from principals who hire the graduates of this undergraduate reading program is all positive despite the fact that the TWU faculty in reading believe these beginning teachers are given too much responsibility for the school's reading program. Finally, even in the extremely tight teacher market of today and the last several years, all of the students who have completed an undergraduate reading program have been hired and all have performed well.

ATTACHMENT A

COURSES REQUIRED FOR PROVISIONAL CERTIFICATION
IN ELEMENTARY SCHOOL WITH SPECIALIZATION IN READING

Academic Foundations (General Education)		
English	12	
American History	6	
Government	6	
Six hours each from two of the following: Mathematics, Science, Foreign Language	12	
Physical Education	4	
Sociology or Economics	3	
Speech or Psychology	6	
		Total 49 hours

Electives		
Free electives		Total 19 hours

Specialization Area - Reading		
EDCI 3443-Problems in Teaching Reading	3	
EDCI 4463-Diagnostic and Remedial Reading	3	
EDCI 4483-Training the Reading Resource Teacher	3	
EDCI 4960-Practicum: Teaching Reading	9	
		Total 18 hours

Professional Education		
EDFD 3013-Growth and Development of Children	3	
EDFD 3133-Learning and Measurement	3	
EDCI 3103-Curriculum in Elementary School	3	
EDFD 3503-Instructional Materials and Equipment	3	
		Total 12 hours

Elementary Methods		
EDCI 3323-Science in the Elementary School	3	
EDCI 3363-Geography & Other Social Studies in the Elem. Schl.	3	
EDCI 3303-Mathematics in the Elementary School	3	
EDCI 3403-Language Arts in the Elementary School	3	
EDCI 4776-Student Teaching in the Elementary School	6	
		Total 18 hours

Combination Area (18 semester hours from the following)		
ART 3033-Art for Elementary Education Majors	3	
ART 3043-Art for Elementary Education Majors	3	
LS 3013-Library Materials for Children	3	
MU 2613-Fundamentals of Music	3	
EDCI 3413-Methods of Teaching Reading	3	
MATH 1603-Fundamentals of Math	3	
SOCI 3283-Principles of Geography	3	
PHED 2573-Physical Education for Children	3	
HEED 3373-Health Education in Elementary School	3	
		Total 18 hours

GRAND TOTAL 124 hours

ATTACHMENT B

COURSES REQUIRED FOR PROVISIONAL CERTIFICATION
IN MIDDLE AND JUNIOR HIGH SCHOOL READING

Academic Foundations
(General Education)

English	12
American History	6
Government	6
From two of the following: Mathematics, Laboratory Science, or Foreign Language	12
Speech	3
From two of the following: Economics, Psychology, Sociology	6
Physical Education	4

Total 49 hours

Electives

Free electives

Total 9-18 hours

Specialization Area - Reading (Plan I, 24/24)

EDCI 3433-Teaching Reading in the Junior & Senior High School	3
EDCI 3443-Problems in the Teaching of Reading	3
EDCI 3523-Linguistics and Its Application to Reading Instruction	3
EDCI 3543-Teaching Reading in the Content Fields	3
EDCI 4463-Diagnostic & Remedial Reading	3
EDCI 4960-Practicum: Clinical Reading - Developmental	3
EDCI 4960-Practicum: Clinical Reading - Remedial	3
LS 4003-Literature for Young People	3

Plus * Second teaching field of 24 hours

Total 48 hours

Professional Courses
(Approximately 12 semester hours of junior or senior standing)

EDCI 3123-Curriculum & Instruction in Middle-Junior and High School	3
EDFD 3133-Learning and Educational Measurement	3
EDFD 3503-Instructional Materials and Equipment	3
EDFD 3103-Psychology of Middle and Junior High Learner	3

Total 12 hours

Student Teaching
(6 semester hours)

EDCI 4756-Student Teaching-Middle/Junior High

Total 6 hours

* Number of elective hours may increase if the student selects a second teaching field which allows overlap with the foundation program.

GRAND TOTAL 124 hours

ATTACHMENT C

COURSES REQUIRED FOR PROVISIONAL CERTIFICATION
IN HIGH SCHOOL READING

Academic Foundations
(General Education)

English	12	
American History	6	
Government	6	
From two of the following:		
Mathematics, Laboratory Science, or Foreign Language	12	
Speech	3	
From two of the following:		
Economics, Psychology, or Sociology	6	
Physical Education	4	
		Total 49 hours

Electives

Free electives	Total 9-18 hours

Specialization Area - Reading (Plan I, 24/24)

EDCI 3433-Teaching Reading in the Junior & Senior High School	3	
EDCI 3443-Problems in the Teaching of Reading	3	
EDCI 3523-Linguistics and Its Application to Reading Instruction	3	
EDCI 3543-Teaching Reading in the Content Fields	3	
EDCI 4463-Diagnostic & Remedial Reading	3	
EDCI 4960-Practicum: Clinical Reading - Developmental	3	
EDCI 4960-Practicum: Clinical Reading - Remedial	3	
LS 4003-Literature for Young People	3	
Plus * Second teaching field of 24 hours		Total 48 hours

Professional Courses
(Approximately 12 semester hours of junior or senior standing)

EDCI 3143-Principles of Secondary Education	3	
EDFD 3133-Learning and Educational Measurement	3	
EDFD 3503-Instructional Materials and Equipment	3	
EDFD 3123-Adolescent Psychology	3	
		Total 12 hours

Student Teaching
(6 semester hours)

EDCI 4766-Student Teaching	Total 6 hours

*Number of elective hours may increase if the student selects a second teaching field which allows overlap with the foundation program.

GRAND TOTAL 124 hours